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ABSTRACT

Over half of the report on career education programs in Rhode Island consists of detailed reports of specific projects which provide the following information: sponsoring agency, program title, program director, project dates, grade level, number of population to be served, description of the population to be served, amount of Federal funds, and program description. The number of programs supported by Vocational Education Funds for 1973-74 so described is 15; for 1974-75, 17. In addition, the report provides all of the above information except the detailed program description for 10 projects funded by mini-grants under the Vocational Education Amendments of 1968. Furthermore, it provides descriptive information for 11 career education programs and activities which are being supported by a variety of non-federal sources. Finally, it provides a compilation of the returns of a career education questionnaire report for the State of Rhode Island. (JR)

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CAREER EDUCATION IN RHODE ISLAND 1975

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Bureau of Technical Assistance

Part 11

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Project No. V 361057L
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Research and Development Project
in Career Education

Conducted under
Part C of Public Law 90-576

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CAREER EDUCATION

IN

RHODE ISLAND

PART II

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FOREWORD

This supplementary report is a compilation of various Career Education projects and activities in Rhode Island from 1973-75. It has been made possible through the United States Office of Education Grant #OEG-0-73-3009 awarded to the Rhode Island State Department of Education.

Approximately how many teachers are involved in some phase of Career Education?

1,167 Total

Approximately how many students are involved in some phase of Career Education?

34,783 Total Number

What grade levels does this encompass?

99 K-6 25 7-9 14 10-12
165 No Response 3 Other

Approximately how many hours per week are devoted by teachers to Career Education?

52 1/2 hour-5 hours 10 6 hours-10 hours
55 Other 180 No Response

How long has this Career Education program been operating in your building?

37 1 Year 2 1/2 Year 30 2 Years
10 3 Years 43 Other Comments 184 No Response

What is the source(s) of funding for your program?

12 Federal 33 Local 4 State
16 Combination 60 Other 181 No Response

If there are no Career Education programs in your school, are you or any of your staff planning to develop Career Education programs in your school?

103 Yes 73 No 6 Other 124 No Response

Would you like to receive information concerning Career Education?

262 Yes 22 No 21 No Response 1 Other

William Nixon, Coordinator
Career Education Project
March 16, 1974

B. RHODE ISLAND

1973-74 CAREER EDUCATION PROGRAMS
SUPPORTED BY VOCATIONAL EDUCATION FUNDS

B. RHODE ISLAND
1973-74 CAREER EDUCATION PROGRAMS SUPPORTED
BY VOCATIONAL EDUCATION FUNDS

Sponsoring Agency: Burrillville Jr.-Sr. High School

Title of Program: Exemplary, Comprehensive, Interdisciplinary Program in World of Manufacturing and World of Construction

Program Director: Edward C. Yabroudy

Project Dates: From 9/73 to 6/74

Grade Level: 9th Grade

No. of Population to be Served: 100

Description of Population to be Served: Non-college, heterogeneously grouped, co-ed randomly selected

Federal Funds: $24,034.76

Program Description:

The major objective of the program is to expose the ninth grade non-college students to the World of Manufacturing and the World of Construction. A number of these students are involved in an exemplary, comprehensive, interdisciplinary, elective program to enable them to explore various career opportunities.

A major area of the students' curriculum involves the World of Manufacturing that provides "hands-on" experience in at least eighty occupations varying in minimum educational job requirements ranging from the high school drop-out to post-college graduate. An important goal of the project is to provide training so that the student will have a better chance for success in a chosen area of occupation. Subject matter in the English, Math, Science, and Social Studies courses relate to the content of the curriculum of the World of Manufacturing. The subject area is

refocused by an infusion of occupational goals in such a way as to make the subject matter more meaningful and interesting.

Program Goals:

1. To increase students' knowledge of careers
2. To increase academic achievement in the basic skills
3. To improve students' attitude towards school
4. To increase students' knowledge in selected occupational clusters
5. Development of a student evaluation of themselves in relation to careers
6. To increase students' knowledge of production practices
7. To develop student awareness of vocations in the constructions

Sponsoring Agency: Burrillville Jr.-Sr. High School

Title of Program: Career English

Program Director: Richard E. Colburn

Project Dates: From 9/73 to 6/74

Grade Level: Junior and Senior

No.of Population to be Served: 50

Description of Population to be Served: Potential Dropouts, Ages 16

Federal Funds: $2,100.00

Program Description:

A major objective of the project is to provide students with a knowledge of the various career opportunities available to them after graduating from high school. To motivate the student, provide information and develop communication skills are other important goals of the program.

The students are exposed to the fifteen career clusters during the

school year so that they will learn what the necessary skills and requirements are for different jobs. Students investigate careers of their choice through library research, periodical literature and career information available in the classroom.

The program is open to all students with preference given to underachievers who are bored with the traditional high school curriculum.

A special curriculum has been developed whereby the English communication skills are shown to be a basic necessity in all occupations. Students are exposed to related communication skills, basics of decision making and a variety of career choices in order to equip them with the fundamentals needed to find employment in a chosen field. Occupational clusters, necessary skills, employment procedures and future career outlook is used as context for teaching the basic English communication skills necessary to succeed in any occupation.

Sponsoring Agency: Central Falls School Department

Title of Program: Career Education Project

Program Director: John A. Worsley

Project Dates: From 9/73 to 6/74

Grade Level: 7-8

No. of Population to be Served: 132

Description of Population to be Served: High, middle, and low achievers

Federal Funds: $42,644.25

Program Description:

The purpose of the project is to expand the knowledge of careers for the students, improve their attitudes about themselves, about school

and work, improve their academic achievement, and to have students be able to make career decisions. Operation of the program is by a four-teacher team with a coordinator/counselor and a school counselor.

Objectives are as follows:

1. Seventy percent of the students will be able to explain the relationship between school work and careers.
2. Fifty percent of the students will make statistically significant gains in attitudes about themselves, about school and about work and be able to make career decisions.
3. Students will make school average gains in academic achievement in basic subject matter.
4. All students will have twenty-five precent increase in knowledge of careers.

The team of teachers cover basic subject matter areas: English, mathematics, social studies and science. Other teachers on the junior-senior high school staff are teachers in art, home economics, business, distributive education, and industrial arts.

Students are assisted in acquiring decision-making skills forming attitudes towards themselves, their peers, everyday living and the community. The contract system is used with students working on projects of interest.

The students gain basic subject matter through the projects while all the team teachers associate project work to real world situations. Project objectives in the cognitive, affective and psycho-motor areas are incorporated in the program.

Sponsoring Agency: Cranston School Department

Title of Program: A Developmental Program for Preparing All Students for the World of Work

Program Director: Carmine Ruggierio

Project Dates: From 9/73 to 6/74

Grade Level: K-6, Sp. Ed.

No. of Population to be Served: 385

Description of Population to be Served: Title I, ESEA Target Schools

Federal Funds: $38,590.58

Program Description:

Program goals and activities are to make the students aware of the inter-relationships of curriculum and careers. The students are exposed to a variety of occupational activities through which they may develop realistic career choices and alternatives. Development within the student of an understanding and acceptance of self and others as persons having dignity and worth with varying interests, abilities and values is an important part of the project. Program activities enable the students to make further educational decisions and choices by exposing him, at the elementary level, to the broad range of these possibilities.

Through activities such as guest speakers, field trips to industries and businesses, role playing, interviews, use of tape recorders and cameras, research projects, utilization of film strips and video tape recorders, the students develop an attitude of respect and appreciation for people whose work constitutes a contribution to the effective functioning and well being of society. The creation of students' interest in the program allows the student to explore areas of interest to them in relation to

career opportunities connected with the subject areas. During the course of the project, various careers and clusters are introduced, teacher-made tests are given and projects are worked on which relate to curriculum and careers.

The project's goals are as follows:

1. To recognize the interaction between various family members.
2. To recognize the need for family workers.
3. To help the student explore his world and the people in it.
4. To recognize in the world of work that there is a specialization and inter-dependence at all job levels, and that all careers are important because of this inter-dependence.
5. To be aware that there are many different workers.
6. To recognize the fifteen career fields, the careers within these fields, and the reason why people work in different careers.
7. To know the step-by-step com-letion of specific tasks frequently performed by a person in a particular career, to understand why people work, what they do, and how they get a job.

Sponsoring Agency: Cranston School Department

Title of Program: Career Awareness Partnership

Program Director: Edward Myers

Project Dates: From 7/10/73 to 6/30/74

Grade Level: 1st and 3rd

No. of Population to be Served: 80 children and their parents

Description of Population to be Served: Early elementary - target area - title designated schools.

Federal Funds: $7,888.85

Program Description:

A parent education program focusing on the three critical areas of career process development of early elementary age children is a major

goal of the project. The Career Awareness Partnership program attempts to involve in a direct way the most important interpersonal environmental influence in the child's life - his parents, in an effort to maximize those elements which will enhance his early steps in career process motivation. The innovative program deals with three areas of career process motivation. The innovative program deals with three areas of career process development that have been identified as important to early elementary age youngsters. The areas are self-esteem, decision making skills, and awareness of the occupational environment.

A major objective of the program is to prepare parents with the knowledge and insight to change critical areas of home environment and interaction in the three specific areas relating to career development of elementary age youngsters. Objectives include the manifestation of higher levels of self-esteem and greater occupational awareness.

Two groups of parents participate in the program by attending one meeting per week. The first cycle of meetings is from October to January while the second cycle meets from February to May. Parents for the Career Awareness Partnership program are randomly selected by the guidance counselor in four of the elementary schools. The selection process is aimed at both the husband and wife in order to make the program more meaningful. The intention of the program is to involve parents from areas that represented the lower socio-economic sections of Cranston.

Through the use of films, readings, speakers and discussions, the program attempts to give parents some understanding and skills in fostering decision making with their children.

Sponsoring Agency: Cumberland School Department

Title of Program: Career Concepts Awareness

Program Director: James E. Sullivan

Project Dates: From 9/73 to 6/74

Grade Level: K-6

No. of Population to be Served: 250 students

Description of Population to be Served: Middle to lower income level families

Federal Funds: $14,967.22

Program Description:

The Career Concepts Awareness project has students participating in a career-oriented program aimed at promoting the understanding of various occupations, providing occupational information, exploring the world of work and assisting. A goal of the program is to assist the student in finding out about himself as part of the preparation for decision making.

All academic skills are taught using an individualized approach to learning as well as career-oriented techniques and materials. Teachers assume the role of the learner facilitator by using the concept approach which is developed around a series of concepts with suggested activities and materials designed to guide and encourage each student to make decisions and to plan his day's activities based on his immediate needs and interests. Teachers facilitate the decision-making process by having the student go through the sequence of assessing himself and the information available, assimilating the two in order to make a decision, selecting his activity thereby preparing him to go through these stages again at a higher level.

The following methods are used to increase the students' knowledge of careers and the world of work:

1. Individual and small group activities in the classroom of projects, simulation games, dramatizations, enable the students to gain insight into various occupations.
2. Resource guest speakers from the community give the students a chance to interview actual workers and understand the makeup of different jobs.
3. Field trips give the students a close look at the working world.
4. Classroom interest centers provide the students with manipulative materials and hands-on experience.
5. Audio-visual films, filmstrips and slides give the students the opportunity to explore individual areas of interest.

Decision-making skills are developed by an individualized approach to instructions and a contractual system. Contracts are developed by the student with his teacher while individual instructional activities are geared to a student's level of learning.

Sponsoring Agency: East Providence School Department

Title of Program: Career Education Program

Program Director: James F. Ryan

Project Dates: From 7/1/73 to 6/30/74

Grade Level: K-12

No. of Population to be Served: 1,060 students

Description of Population to be Served: Principally non-college, non-vocational students who evidence need of career direction.

Federal Funds: $45,121.00

OVERALL PROJECT OBJECTIVES

The goal of the Career Education project is to maintain an educational delivery system which fosters the development of a high level of student self-direction and decision-making skills. The East Providence School Department feels strongly that Career Education can act as the catalyst to foster a totally new approach for preparing students for survival in the modern world. With the above goal and commitment in mind, three overall program objectives have been developed.

I. Students in the Career Education program will demonstrate achievement in their ability to use problem-solving techniques in making decisions and establishing self-direction.

Measurement Techniques

a) The Vocational Development Inventory, Part 3: Choosing a Job and Part 5: What Should They Do?, will be used with the project students. Students in the project will demonstrate ability significantly above the standardized norms for the two tests.

b) Project records will document the number and type of individualized contracts which the students complete. Career Decisions and number of contracts will demonstrate congruent career choice and increased self-directed activity.

c) The Ohio Vocational Interest Survey (OVIS) and the Differential Aptitude Test (DAT) will be used to assist students, in making career decisions. Decisions made will demonstrate appropriateness of choice when viewed against personal profiles on the OVIS and DAT.

II. Students in the Career Education program will demonstrate targeted

levels (75th percentile or above) of knowledge in career awareness, career orientation, and career knowledge on standardized measures.

Measurement Techniques

a) Appropriate career awareness/knowledge tests will be used at each grade level to assess students' knowledge of careers

1) Elementary - Knowledge of Careers Test

2) Junior High School - P.E.C.E. Test

3) Senior High School - Vocational Development Inventory Part 2: Knowing About Jobs and Part 4: Looking Ahead

III. Students in the Career Education program will show growth in positive attitudes toward school and achieve positive attitudes toward the world of work.

Measurement Techniques

a) Attendance records will demonstrate that overtime project students' rate (%) of attendance increase and that the project students have significantly higher rates of attendance than new project youngsters (by grade level).

b) Disciplinary records at the junior and senior high school level will be documented to demonstrate a decreasing rate of incidents involving project students. Also the project students will have significantly fewer disciplinary actions when compared to the student body (by grade level).

c) The Super Work Values In Inventory, The Vocational Development Inventory (Part I), the Work Attitude Inventory will be used to assess attitude toward work at the appropriate grade level. Students will achieve at the 75th percentile or above against test norms.

Name of School	Grade Level	Project Enrollment	Total* Enrollment	No. of Teachers	Project Teachers	No. of Counselors	Project Counselors
Grove Avenue	K-6	415	415	14	14	0	1
Orchard Street	6,7	120	582	23	4	1	½
Central Jr. High	8,9	120	1,008	49	6	1½	½
Riverside Jr. High	7,8,9	180	942	49	8	1½	½
E. Providence High	10,11,12	225	2,270	126	11	7	1

*Based on 1973 estimates

Sponsoring Agency: East Greenwich School Department

Title of Program: Career Awareness Project

Program Director: Linda Handel

Project Dates: From 9/73 to 6/74

Grade Level: Fourth and Sixth - Frenchtown School

No. of Population to be Served: 80

Description of Population to be Served: Elementary - 1

Federal Funds: $3,000.00

Program Description:

The major purpose of the Career Awareness Project is to introduce six of the career clusters. Those clusters are: Fine Arts, Construction, Communications and Media, Business, Math and Physical Service, and Manufacturing. Two teachers incorporate the clusters into the curriculum using a school store as the vehicle. The students in the program build the store, make the products and sell the items to other students.

Program goals are:

1. By the culmination of the project year, the sixth grade students will be able to recognize and understand at least seven various occupations in the fine arts field.

2. During the project year, the fourth grade students will be able successfully to create a layout for an advertisement, a label for a product and a set of directions for a game and the use of a product.
3. The students in the sixth grade will be exposed to at least twenty-five jobs within the construction cluster.
4. By the end of the program, the fourth grade students will have an understanding of the terminology and be able to demonstrate their knowledge about running a business.
5. The fourth grade students will explore and understand the requirements and duties of a number of math and physical science occupations.
6. During the project year, fourth grade students in the program will be trained and be able to manufacture at least three project items to be sold in the school store.

Students are introduced to the concepts of running a business and constructing a school store. This area is integral with the mathematics program. The study of banking, accounting and bookkeeping is a part of the involvement in the business cluster.

Field trips to local industries and businesses with guest speakers discussing the various cluster areas provide the students with first-hand information about different careers.

Guest speakers and field trip information:

1. A local pharmacist teaches the students certain aspects of chemistry and how to use the tools of the trade. Tours to a chemical firm, a school of pharmacy are conducted during the school year.

2. An announcer from a radio station demonstrates aspects of communication. Various people involved in newspaper work speak about and demonstrate writing techniques and skills.
3. Volunteer artisans from different draft areas provide demonstrations for the students in the program. Field trips to the Rhode Island School of Design are made where professors speak to the group about careers in art and related areas.

Sponsoring Agency: Lincoln School Department

Title of Program: Opening Doors to Awareness

Program Director: Mrs. Norma Blythe

Project Dates: From 7/1/73 to 6/30/74

Grade Level: K-6

No. of Population to be Served: 525

Description of Population to be Served: Students ages 5-12 whose family characteristics are: 13 receiving Child Care Assistance; majority of French Canadian descent; some upper middle class.

Federal Funds: $17,296.61

Program Description:

Northern Lincoln Elementary School is an open space, non-graded school which was opened in September 1971. The school is divided into four learning centers: Kindergarten (two sessions with approximately 30 children in each session and a group of 25 children who have had one year of kindergarten but are still at a readiness level in ability to read); Primary (approximately 150 children); and Upper Intermediate (approximately 160 children). The population of the Primary Center is composed of those children who would be in first and second grades in a traditional school; the Intermediate Center, of those who would be in the third and fourth grades; and the Upper Intermediate of

those who would be in fifth and sixth grades. Therefore, a child usually stays in each center for two years. There are six teachers in each center, working as a team, to coordinate the learning activities of the children in the center. A two-year program is planned for each center.

The aim of the program is that students be able to know how to make decisions, that they be able to apply those decisions to their lives, and that they learn while they make those decisions. As decision-making skills are stressed, the teacher becomes a research person, rather than a disseminator of information.

The program of career awareness helps children begin to see the relationships between the academic areas taught in school and the job demands of the world of work. The children learn that:

1. There are productive and potentially satisfying careers that can utilize their particular talents and interests.
2. Children with physical, mental, and/or emotional handicaps can also have useful careers.
3. Individual initiative and group efforts are complementary.
4. Good habits and attitudes are necessary for successful job performance.
5. There is worth and importance in each individual job.
6. Career opportunities change as technology and ideas change, and that people must be flexible to meet the challenge of the gradual disappearance of some jobs and the emergence of new ones.

As the fifteen career clusters are explored in each center the students, after six years of study, will become more aware of the myriad and diverse career opportunities available to them. They will learn of the interdependence of all workers upon each other. Their vision of the working world will be

enlarged so that their future career choices will be thoughtful, enlightened ones.

Throughout the program, each Center focuses on a single theme as the source and supporter of a multitude of career choices. In the Primary Center, the "Restaurant" is dependent upon workers from all 15 career clusters. Within a unit of construction, the children learn about the jobs involved in the building of a restaurant. Under a unit of Personnel Services, the children become aware that such workers as secretaries, bookkeepers, cashiers, cooks, bakers, waiters, and laundry workers, add to the efficiency of the restaurant. In the Health Unit the children are shown that doctors, health inspectors, and dieticians are essential in the working of a restaurant. This type of coverage is done for all 15 career clusters.

In the Intermediate Center, pupils use the "Library" as a jumping off point for examining the other occupational clusters. The first unit deals with the people who work in and maintain the library. Careers covered include librarians, library technicians, clerks, secretaries, bookkeepers and maintenance engineers. In the manufacturing cluster, more indirectly related to the operation of the library, students explore the manufacture of bricks used in the construction of the building, the manufacture of carpet in the library and the paper-making process necessary in the production of books. In relating transportation to the library, the pupils will examine how raw materials are moved to places where they will be processed and how manufactured goods are moved to the library. The other career clusters are related in a similar manner to the central theme of the library.

The central theme used in the Upper Intermediate level is the "Hospital". Children are shown how this institution is not an isolated entity, but is dependent on a multiplicity of careers which enable it to function effectively.

The students will begin with Health Services as their first field of research and deal with the commonly associated occupations. Students then turn their attention to other career clusters less directly associated. Exploration in the clusters of communication, services, and Marketing and Distribution will reveal such diverse occupations as T.V., cameraman, radio and T.V. announcers, teachers, counselors, repairmen, salesmen, and economists.

Sponsoring Agency: New Shoreham School Department

Title of Program: Pre-Vocational

Program Director: Mr. Thomas McCabe

Project Dates: From 9/73 to 6/74

Grade Level: Sixth through twelfth

No. of Population to be Served: 64 secondary disadvantaged students

Federal Funds (Voc. Ed.): 1973-74 $30,301
1974-75 $27,379

Program Description:

This project is designed to provide a student population with extensive exposure to and with actual experience in as many occupational areas as possible. These students, all part of an insular community which lacks a varied vocational environment, must upon graduation, for reasons of economic necessity, leave the island community for the mainland for further education or full time employment. The project has five occupational clusters from which orientation and vocational career selections may be made. These occupational clusters provide students with a wider range of career selection.

The construction cluster provides students with knowledge that may lead to local employment in the construction industry, considering the shortage of skilled labor on the island.

The hospitality cluster teaches students the necessary skills that will

allow them to participate in the seasonal tourist business on the island during the summer months.

The business office occupations cluster trains students to be prepared to work in the world of business.

The communications and media cluster provides students with an opportunity to acquire knowledge and skills leading to careers in a wide field of communications and printing.

The health occupations cluster provides knowledge to students useful to maintaining good health for themselves and their families, as well as providing motivation and knowledge leading to occupations in this important field.

Sponsoring Agency: North Kingstown School Department

Title of Program: Career Education - A Model for Open Education and Community Responsibility

Program Director: Orrin Laferte

Project Dates: From 6/15/73 to 6/14/76

Grade Level: K-Adult

No. of Population to be Served: Total school population

Description of Population to be served: Total school

Federal Funds: $333,759 $111,253/Yr.

Program Description:

This exemplary project is a proposal to design and implement a coordinated Kindergarten through adult program of instruction and service in career awareness, orientation, exploration, preparation and placement.

The program for the students will be developed as an activity centered,

continuous progress instructional system focused on self-awareness and decision making.

The program for the students will be designed to provide counseling and placement services during evening hours.

All phases of the program will be planned and implemented by a parity involvement of students, teachers, parents and the business and industrial community.

The program will move from planning to pilot to full implementation in the school system in thirty-six months.

Program Goals

1. To increase the self-awareness of each student.
2. To assist each student in developing favorable attitudes about the personal, social and economic significance of work.
3. To assist each student in developing and practicing appropriate career decision-making skills.
4. To assist in the development of the career awareness of each student in grades K-5.
5. To assist in the development of career orientation and meaningful exploratory experiences by each student in grades 6-9.
6. To assist each student in grades 10-14 in preparing for a job in a wide variety of occupational areas, with special emphasis on the utilization of work experience and cooperative education.
7. To insure the placement of each existing student in either: (a) a job, (b) a post-secondary occupational program, or (c) a baccalaureate program.

8. To provide guidance and counseling services as needed to assist each student in achieving successfully the goals and objectives of this Career Education Program.

Sponsoring Agency: North Providence School Department

Title of Program: Career Education Project

Program Director: Michael J. DeLuca

Project Dates: From 7/73 to 6/74

Grade Level: 10th, 11th, 12th

No. of Population to be Served: Non-College - In Title I Area

Federal Funds: $16,600.00

Program Description:

Goals of the project are to increase the career awareness of students to the broad range of options available in the world of work, to provide them with career orientation and meaningful exploration, and to carry out job placement activities for those participating in the career education program. Other goals are to deter students from absenteeism and dropping out of school.

Under the direction of the Career Education Coordinator, the students spend a specified amount of time in the classroom and time in "on-the-job" observation.

An effort is made to place students who are enrolled in the program in an assignment appropriate to their career aims. Students are provided an opportunity to gain insight into the job opportunities and responsibilities. The on-the-job observation involves exposure to at least six different occupational clusters.

Student schedules are rotated so that they receive academic instructions

in those subjects vital to their needs. The general curriculum students selected for participation give up their study periods and substitute Career Education for one of their electives in order to provide time for their "off campus" activities.

The criteria for the selection of students are:

1. Student's interest in the program
2. Recommendation by the Guidance Counselor
3. Parental approval
4. Joint agreement by the Career Education Coordinator and the guidance counselor on who is to enter the program. This is based on the student's previous record and the possibility that the career education program will be beneficial to them.

The Career Education Coordinator determines the compatibility between the occupational interests of the general students and the available community observation stations. The occupational interest of the students is measured by the use of various testing instruments and counseling with students.

Sponsoring Agency: North Smithfield School Department

Title of Program: Project Environment

Program Director: Mrs. Juliette E. Elias

Project Dates: From 9/73 to 6/74

Grade Level: 4 Bushee

No. of Population to be Served: 30

Description of Population to be Served: Semi-Rural Community

Federal Funds: $2,915.00 (Mini-Grant)

Program Description:

Bushee Elementary School is located in a semi-rural area of North Smithfield. The school's structure contains grades K-5, with a school population of about 200 children.

Project Environment's three major activities are to develop an understanding of the causes and effects of the environment, to promote an awareness of occupational information and to foster a real identity with other persons who are successfully performing in job situations related to the environment.

The three activity units are correlated with various occupational clusters so that the students will understand how man has the ability to alter his environmental conditions. The various occupations presented in the project cover a broad spectrum of skills, training and focus. This is in keeping with the aim of creating an awareness of the environment and in stressing the cooperative nature of all occupations related to the subject.

The occupations presented fall into four main clusters: Agri-Business and Natural Resources, Environment, Health, and Public Services.

Sponsoring Agency: North Smithfield School Department

Title of Program: What Can You Be?

Program Director: Anne D'Antuono

Project Dates: From 9/73 to 6/74

Grade Level: 5 Halliwell Memorial School

No. of Population to be Served: 28

Description of Population to be Served: Homogeneous group of 28 students attending a Title I School in a Rural (non-farm) area

Federal Funds: $3,075.00

Program Description:

The major goal of the program "What Can You Be?" is to make the students aware of career possibilities by exposing them to a spectrum of employment ranging from jobs requiring a college education to those available to a school drop-out. Field trips within a twenty-mile radius of the school are conducted to stimulate and motivate the students so that they will have a brighter and broader outlook of job opportunities.

Employment of this concept, change in the presentation and use of material along with the field trips will help the students to realize what types of jobs are available and what type of education and training is required to meet the requirements for employment.

Sponsoring Agency: Providence School Department

Title of Program: Career Orientation Education - C.O.E.

Program Director: Principal, Mt. Pleasant Elementary School
Counselor, Edmund W. Flynn Model School

Project Dates: From 9/73 to 6/74

Grade Level: Mt. Pleasant Elementary, K-4, 180
Edmund W. Flynn Model, 3rd Year, 100

No. of Population to be Served: 280

Description of Population to be Served: Elementary

Federal Funds: $7,108.00

Program Description:

The major premise on which the program is designed is that work is a basic or central institution which "plays a pervasive and powerful role in the psychological, social, and economic aspects of our lives". Implementation of the program involves two schools, both involved in innovation and experimentation at the primary level. The four major goals of the program

are as follows:

1. To refocus the elementary curriculum around the idea that an individual's identity and life's work are integrally related.
2. To begin to develop a self-direction and decision-making curriculum, by starting at the primary level with self-awareness, values clarification, positive self-concept building as the first, essential steps towards self-confidence, exploration, creativity, self-understanding, problem solving, decision making, and healthy interpersonal relations.
3. To reintegrate the affective and cognitive domains in the construction of curriculum, in accord with the most recent studies of human behavior.
4. To make a concentrated and deliberate effort to counteract race and sex stereotyping, particularly harmful in the area of career education, in educational materials and in society at large.

Learning centers are created to develop career awareness, provide for individualized and independent learning. Field trips are a part of the program along with the use of community resources to help dispel the stereotyping of occupational roles.

The Edmund W. Flynn Elementary School is by design a school in which innovative programs are initiated, implemented, and evaluated. The social needs of the student body encompass a wide range of life styles. Since Flynn is a model school, the concept also allows for voluntary bussing of white children into a predominantly black neighborhood to maintain the black-white ratio. Due to the bussing arrangement, just about all facets of economy, work positions and employment are represented in the parents of the children.

Sponsoring Agency: Providence School Department

Title of Program: Protective Services Careers

Program Director: Daniel A. Speight, Jr.

Project Dates: From 9/73 to 6/74

Grade Level: 11th, 12th

No.of Population to be Served: Senior high school students interested in public service careers in the protective services.

Federal Funds: $12,984

Program Description:

The Protective Services Careers program is designed to provide training in four protective service areas for juniors and/or seniors. The program is offered at the James L. Hanley Vocational-Technical Facility three periods a day during the school year. Ten weeks of career exploration and preparation is presented in each of the following areas:

1. Law Enforcement
2. Fire Protection
3. Natural Resource Protection
4. Private Protective Agencies

Students completing the program will be better qualified to be employed in jobs of major concentration. The junior students will be eligible for the cooperative education program in their senior year.

Sponsoring Agency: Scituate School Department

Title of Program: Career Awareness in North Scituate (CANS)

Program Director: Mrs. June Guglielmi

Project Dates: From 6/73 to 6/74

Grade Level: K-6

No. of Population to be Served: 400

Description of Population to be Served: Elementary Students

Federal Funds: $19,298.34

Program Description:

The primary purpose of the program is to expose approximately 400 students on a K-6 level to careers in 10 of the 15 occupational clusters identified by the U.S.O.E. In allowing elementary school children exposure to such a vast variety of occupations, they will become aware of the alternate choices and options open to them and will be able to start narrowing their choices as they progress toward career exploration and then to actual career preparation.

The 50 behavioral objectives involved in the program relate to demonstrating awareness of occupations in the clusters of Public Service Personal, Fine Arts, Humanities, Hospitality and Recreation, Agriculture, Business, Natural Resources, and Communications Objectives are accomplished by exposure to the activities, tasks, tools and vocabulary involved in the many occupations. Sixteen classroom teachers and one art teacher work on separate occupational clusters with their activities often interrelating. Use of guest speakers, role playing, interviewing, hands on demonstrating, and videotaping with large and small groups are important activities of the program.

Two kindergarten classes cover Personal Service while three first grades study Public Service and Transportation. Three second grades work with the Environment, one third grade with Consumer Education, one third grade with Construction and another with Transportation. One fourth grade covers Hospitality and Recreation and the other fourth grade studies Fine Arts and

Humanities. A Fifth grade studies the performing arts while the other fifth grade covers Agriculture, Business, and Natural Resources. A split 5/6 grade covers the non-print area of Communications Media and a sixth grade studies Communications in the print area.

During the 1972-73 school year, four mini-grants ($3000 limit per grant) were awarded to four teachers in the North Scituate Elementary School. The excitement, interest and enthusiasm among students, parents, school committee and staff generated by the grants encouraged the school department to continue and expand the program.

Sponsoring Agency: College of Resource Development, University of Rhode Island

Title of Program: Phase II Developing, Implementing and Evaluating Career Exploration Materials

Program Director: Dr. Donald E. McCreight

Project Dates: From 10/1/73 to 6/30/74

Grade Level: 7, 8 and 9

No. of Population to be Served: 800 students

Description of Population to be Served: Students in 4-6 Rhode Island Schools

Federal Funds: $18,400

Program Description:

The program is a field test project to serve seventh, eight, and ninth grade students in 4-6 Rhode Island schools to provide career orientation and exploration. Desirable student outcomes include student growth in understanding of broad occupational areas and/or several occupational clusters. The major purpose of the project is to develop, implement, and evaluate career education materials for Floriculture, Food Products, Small Animal

Technology, Marine Resources, Resource Conservation Management, Outdoor Recreation, Turf Management, and Nursery-Landcape Maintenance.

The project is broken down into two phases. Phase I included development of the first six units and pilot testing of the first four units while Phase II included the development of the last two units field testing and evaluating all eight units.

Procedures are to develop packages of teaching materials for each of the areas. The materials are to include:

1. Guide suggest learning activities and source materials.
2. Achievement test, attitude survey, and interest inventory.
3. Sound Slide presentation to depict various job titles.
4. Video tape to show workers in action.

The format of the materials was established during Phase I of the project by pilot testing the first four units. Activities of Phase II include field testing and revising all units as a regular part of their on-going program.

The materials package is rated by each member of a task force committee for the following points:

1. Clarity
2. Content
3. Organization structure
4. Completeness
5. Appropriate grade level

Each task force participant does a pilot test of one of the five career cluster packages of materials. Ten to fifteen seventh, eight or ninth grade students participate in the pilot test of each materials package unit.

A Pre-Post Test design is used to measure change of student achievement, attitude and interest. Students and teachers complete evaluation forms on each unit to determine final revisions. A follow-up mail survey will be administered to determine how many and how the schools used the units. Although this is the final year for the project, a survey of materials usage will be conducted during the next year.

Sponsoring Agency: Warwick School Department

Title of Program: O.E.O.E. Occupational, Exploration, Orientation, Exposure

Program Director: Richard T. Colgan

Project Dates: From 3/73 to 3/74

Grade Level: Fifth and sixth

No. of Population to be Served: 70-75

Description of Population: Elementary School Students

Federal Funds: $7,496.00

Program Description:

The purpose of the project is to provide for the students' developmental and sequential Career Education information and experience. Assistance in the guidance of the individual pupil from grade six through grade eight by providing information of broad fields of work with particular emphasis upon the current occupational opportunities and the emerging occupational opportunities in Rhode Island and the United States is an important objective of the program. A comprehensive usable career information center is available to both students and the instructional staff in order to facilitate and coordinate career information with the educational curriculum.

Pupils are acquainted with specific careers in order to stimulate greater occupational awareness via: a) exposure to and discussion with persons in a wide variety of career fields; b) factual information from various agencies and resource people, and c) on-the-job visits. Training is available so that students become aware of the multiplicity of career training programs available in Rhode Island.

C. RHODE ISLAND

1974-75 CAREER EDUCATION PROGRAMS
SUPPORTED BY VOCATIONAL EDUCATION FUNDS

C. RHODE ISLAND

1974-75 Career Education Programs Supported By Vocational Education Funds

Sponsoring Agency: Providence School Department

Title of Program: Protective Services Careers

Program Director: Robert Brooks, Paul Mason

Project Dates: 9/1/74 - 6/30/75

Grade Level: 11th, 12th

No. of Population to be Served: 20 (Central Vocational)

Description of Population to be Served: Senior high school students interested in public service careers in protective services

Federal Funds: $8,581.00

Sponsoring Agency: Central Falls School Department

Title of Program: Career Education Project

Program Director: John Worsley

Project Dates: 6/30/74 - 6/30/75

Grade Level: 7th, 8th

No. of Population to be Served: 132

Description of Population to be Served: Students from low-income area

Federal Funds: $21,016.34

Sponsoring Agency: North Providence School Department

Title of Program: Career Education Project

Program Director: Michael J. DeLuca

Project Dates: 7/73 - 6/74

Grade Level: 9th, 10th, 11th, 12th

No. of Population to be Served: 60

Description of Population to be Served: Non-college - in Title I area

Federal Funds: $12,645.63

Sponsoring Agency: Cumberland School Department

Title of Program: Career Concepts Awareness

Program Director: James E. Sullivan

Project Dates: 7/74 - 6/75

Grade Level: K-6

No. of Population to be Served: 575

Description of Population to be Served: Elementary

Federal Funds: $9,391.98

Sponsoring Agency: Lincoln School Department

Title of Program: Opening Doors to Awareness

Program Director: Lemuel Crooks

Project Dates: 7/74 - 6/75

Grade Level: K-6

No. of Population to be Served: 510

Description of Population to be Served: Students, ages 5-12 whose family characteristics are: 130 receiving Child Care assistance; majority of French-Canadian descent; some upper middle class; Title I target area.

Federal Funds: $5,564.00

Sponsoring Agency: Providence School Department

Title of Program: Career Orientation Education - C.O.E.

Program Director: Robert Brooks, Paul Mason

Project Dates: 9/74 - 6/75

Grade Level: 3, 4, 5

No. of Population to be Served: 300

Description of Population to be Served: Elementary

Federal Funds: $3,938.00

Sponsoring Agency: Cranston School Department

Title of Program: A Developmental Program for Preparing All Students for the World of Work

Program Director: Carmine Ruggiero

Project Dates: 7/74 - 6/75

Grade Level: K-6

No. of Population to be Served: Title I Target School Area

Federal Funds: $12,629.93

Sponsoring Agency: Providence School Department

Title of Program: Career Orientation Education - C.O.E.

Program Director: Veretta Jungwirth

Project Dates: 9/74 - 6/75

Grade Level: K-4

No. of Population to be Served: Elementary - Mt. Pleasant

Federal Funds: $1,794.48

Sponsoring Agency: Warwick School Department

Title of Program: Career Education for 8th Graders Who Are Potential Drop-Outs

Program Director: Evelyn Healey

Project Dates: 8/74 - 6/75

Grade Level: 8th

No. of Population to be Served: 20

Description of Population to be Served: Students who have a high potential for dropping out of school

Federal Funds: $4,952.92

Sponsoring Agency: Cranston School Department

Title of Program: Vocational Exploration and Career Awareness

Program Director: Loretta M. Cimini

Project Dates: 8/74 - 6/75

Grade Level: Vocational students at Cranston East

No. of Population to be Served: Vocational students

Federal Funds: $3,174.33

Sponsoring Agency: Cranston School Department

Title of Program: Communications: Vocations in Television

Program Director: Ruth Siperstein, Ronald Boemker

Project Dates: 9/74 - 6/75

Grade Level: High school

No. of Population to be Served: 50-60

Description of Population to be Served: Title I, ESEA, Eligible School

Federal Funds: $7,086.15

Sponsoring Agency: North Providence School Department

Title of Program: Office Practice Simulation Laboratory

Program Director: Louis D. Fabrizio

Project Dates: 9/74 - 6/75

Grade Level: Seniors

No. of Population to be Served: 70

Description of Population to be Served: Business education majors

Federal Funds: $7,419.50

Sponsoring Agency: Warwick School Department

Title of Program: ACE

Program Director: Benjamin R. Curtis

Project Dates: 9/74 - 6/75

Grade Level: 8th

No. of Population to be Served: 75-100

Description of Population to be Served: Students lacking in achievement - difficulty in most academic areas

Federal Funds: $5,705.00

Sponsoring Agency: East Providence School Department

Title of Program: Career Education Program

Program Director: James F. Ryan

Project Dates: 7/74 - 6/75

Grade Level: 10-12, 7-9, K-6

No. of Population to be Served: 972

Description of Population to be Served: ---

Federal Funds: $28,703.00

Sponsoring Agency: Providence School Department

Title of Program: Career Orientation/Exploration - Summer

Program Director: Robert Brooks

Project Dates: 7/74 - 8/74

Grade Level: 7th, 8th

No. of Population to be Served: 100

Description of Population to be Served: ---

Federal Funds: $6,564.00

Sponsoring Agency: Cranston School Department

Title of Program: The Student and the Environment: An Experience

Program Director: Dr. Jeanne Gardner/Mr. Alan Bostock

Project Dates: 7/74 - 6/75

Grade Level: 9th

No. of Population to be Served: 100

Description of Population to be Served: 100 academically disadvantaged students from eligible schools determined by Title I guidelines

Federal Funds: $4,911.40

Sponsoring Agency: Providence School Department

Title of Program: Industrial Based (Construction/Manufacturing) Career Education

Program Director: John M. MacManus, Jr.

Project Dates: 9/74 - 6/75

Grade Level: 7th and 8th, 5th and 6th

No. of Population to be Served: 100

Description of Population to be Served: 100 7th and 8th grade students (50 World of Construction, 50 World of Manufacturing) and 200 students grades 5 and 6 for Career Awareness

Federal Funds: $8,687.00

D. THE MINI-GRANTS

D. THE MINI-GRANTS

The mini-grant is an incentive grant to be used for the purpose of responding to specific social, educational, and geographical needs related to vocational training in Rhode Island. Approved mini-grant projects are funded under the Vocational Education Amendments of 1968. A mini-grant is meant to be a one year award of up to $3,000 for a small-scale innovative project which fills one or more specified needs.

Sponsoring Agency: Johnston School Department

Title of Program: Career Exploration

Program Director: Alexander J. Freda

Project Dates: 9/74 - 6/75

Grade Level: 9th and 10th grade

No. of Population to be Served: 800

Federal Funds: $3,023.72

Sponsoring Agency: Coventry School Department

Title of Program: Environmental Working - Career Education in Natural Resources

Program Director: Angela Derocher Holt

Project Dates: 9/74 - 6/75

Grade Level: 3rd

No. of Population to be Served: 60

Federal Funds: $2,603.29

Sponsoring Agency: Hope Valley School, Hopkinton, R.I.

Title of Program: World of Work

Program Director: Donna Walsh (Mrs.)

Project Dates: 6/30/74 - 6/30/75

Grade Level: 6th

No. of Population to be Served: 60

Federal Funds: $2,885.77

Sponsoring Agency: Hope Valley School

Title of Program: Focus on the Future

Program Director: Mary E. Richardson

Project Dates: 8/1/74 - 6/30/75

Grade Level: ---

No. of Population to be Served: Approximately fifteen students with learning and/or emotional disabilities - hope, also, to involve other students of school

Federal Funds: $3,015.83

Sponsoring Agency: Ashaway School

Title of Program: Creating (+) Vocational Awareness

Program Director: Jeannette Geary

Project Dates: 9/74 - 6/75

Grade Level: 6th

No. of Population to be Served: 60

Federal Funds: $2,951.08

Sponsoring Agency: Ashaway School

Title of Program: Career Opportunities in the Natural Environment

Program Director: Cynthia Johnson

Project Dates: 8/1/74 - 6/31/75

Grade Level: 3rd

No. of Population to be Served: 90

Federal Funds: $2,735.89

Sponsoring Agency: St. Dunstan's Day School

Title of Program: Project: Career Planning

Program Director: Nancy Landes

Project Dates: 9/74 - 6/75

Grade Level: 9-12

No. of Population to be Served: 50

Federal Funds: $1,381.48

Sponsoring Agency: Providence School Department

Title of Program: Art Career Awareness/Exploration

Program Director: Mrs. Sharon B. Hull

Project Dates: 9/74 - 6/75

Grade Level: 8th

No. of Population to be Served: 200 8th grade students approximately - most of whom are disadvantaged economically

Federal Funds: $2,835.00

Sponsoring Agency: Coventry School Department

Title of Program: Career Awareness in Communications

Program Director: Daniel Storti

Project Dates: 8/30/74 - 6/30/75

Grade Level: 6

No. of Population to be Served: 75

Description of Population to be Served: ---

Federal Funds: $1,670.43

Sponsoring Agency: Frenchtown School

Title of Program: Career Awareness Project II (CAP II)

Program Director: Linda Handel

Project Dates: 9/74 - 6/75

Grade Level: 6th

No. of Population to be Served: 60

Description of Population to be Served: ---

Federal Funds: $3,278.38

E. OTHER RHODE ISLAND CAREER EDUCATION ACTIVITIES

E. OTHER RHODE ISLAND CAREER EDUCATION ACTIVITIES

There are a number of Career Education programs and activities in Rhode Island being supported by funds from a variety of sources. Although the operation and methodology of the projects vary from one program to another, the basic Career Education goals are the same.

Sponsoring Agency: Pawtucket School Department

Title of Program: A Human Resources Career Development Model

Program Director: Dr. Edward M. J. Melucci

Project Dates: 3/71 to present

Grade Level: K-12

No. of Population to be Served: 1500

Description of Population to be Served: Students who are enrolled in the two elementary schools, two junior high schools, Tolman High School and youth out of school who can benefit from the services of the program.

Federal Funds: $312,705 March 1971-August 1974

Local Funds: Presently being funded with local funds

Description of Program:

I. Administrative Structure

This project is administered by a project director who is responsible to the Superintendent of the Pawtucket School Department. The project director organized a variety of committees to assist him in the various components of the project. In addition, an Advisory Committee provides the basis for the overall guidance and direction of the project.

II. Program Design

The program is designed to operate at three levels: elementary

school, middle school and high school; with a primary focus on students enrolled in schools in the model neighborhoods. The general curriculum features of the proposed project may be depicted within the shape of a pyramid with a broad base occupational orientation at the elementary level, occupational exploration at the middle school level, and specific - including cooperative and intensive training programs at the senior high level. Guidance is a common thread running through all grade levels and a placement director serves the high school students, not only in easing the transition from school to work, but also in securing valuable feedback data regarding the adequacy of the schools' occupational programs.

III. Program Components

A. Occupational Orientation — The program for the two elementary schools is directed at occupational orientation with a goal of making occupations a core around which much of the other instruction will revolve. Career packages, involving a broad range of occupations, are employed. Television equipment and relocatable classrooms are features of this component. The classrooms give the students the opportunities to explore the use of simple tools and materials associated with selected occupations.

B. Cooperative Education — Cooperative education programs have been established in health occupations, diversified occupations, distributive occupations, and business and office occupations. Local funds have been budgeted for the employment of qualified coordinators and for the purchase of specialized classroom equipment for these programs.

C. Intensive Job Entry Skill Training -- Intensive training programs have been organized for students who are approaching graduation and who do not have salable skills, and for similar students who have elected not to complete high school. These are offered at times and in program areas that, in the judgment of the Advisory Committee, are in harmony with employment opportunities in the Pawtucket Area.

D. Occupational Guidance, Counseling, and Placement — The guidance counselor works with each student and the parents in the future refinement of career plans. Other teachers at the high school and the social workers assigned to the project assist in the process. A placement office has been established to assist students in making the transition from school to work and in providing feedback information regarding the adequacy of the occupational training programs.

EXPLORING IN RHODE ISLAND

Exploring is a program for high-school age youths established by the Exploring Division, Boy Scouts of America to meet the needs, concerns and desires of the future generations of citizens. It achieves its goals through a planned program of action that brings young people voluntarily into association with adults. These adults are carefully selected from the community and the world of work to provide a positive force in the lives of youth.

Using updated approaches to high-school age young men and women, Exploring assists them in finding their present and future roles as individuals in society and in the working world. Their goals are fulfilled through the planned program of action in areas related to career, social, service, citizenship and personal fitness. This is achieved through an organizational framework that is flexible relevant to the immediate interest of young adults in Rhode Island.

Exploring is used by established institutions including industrial and business, professional, service and religious organizations. It seeks focal points of interest that will attract and hold the interest of young people and adults in common association.

The Explorer Division of the B.S.A. Narragansett Council conducts a Career Interest Survey in sixty-four high schools. Approximately 95% of students questioned were enrolled in Rhode Island high schools. A total of 16,379 students in grades 10, 11 and 12 responded to the 1974 survey.

Currently, the Explorer Division is offering the following programs in Rhode Island:

Athletics
Automotive
Aviation
Banking
Broadcasting
Business Management
Clergy
Data Processing
Fire and Rescue
Forestry-Conservation
Government
Hairdressing
High Adventure
Journalism
Law Enforcement/Law
Medical/Health Careers
Social Services
Wood Working
Youth Organization Services
Photography
Ocean Sciences
Secretarial Skills

COMPUTERIZED CAREER INFORMATION SERVICE

RHODE ISLAND JUNIOR COLLEGE

The computer is being viewed by educators as a unique tool for their field because of its inherent capabilities. Because of the conflict of priorities for the guidance counselor's time and attention the computer is currently being used in the field of guidance.

The basic goals of the Computerized Career Information System is to provide students with a sophisticated tool (cathode ray tube) with which to explore information about self, occupations, jobs and educational opportunities. The intent is to provide accurate, up-to-date data in an interactive and interesting manner.

During the past few years national and local priorities have focused upon career information on all education levels. Through the development and implementation of the computer information center at Rhode Island Junior College data in the following areas is made available to students in 22 schools in Rhode Island:

I. OCCUPATIONS-BRIEFS on 450 occupations describing duties, work day, educational requirements, employment outlook.
   a. Student receives a list of occupations that meet his level of training and interest area (Roe Classification System)

II. FOUR YEAR COLLEGES - The computer has in its memory information on 1500+ colleges.
   a. Through the College Selection Process a student can narrow his choice of colleges by responding to several variables (major, location, size, cost, etc.)
   b. A student may receive specific information on any of the colleges.
   c. The student also has the opportunity to go through several teaching scripts on college information.

III. RHODE ISLAND JUNIOR COLLEGE - A high school student may receive general information on admission, financial aid, curriculum, student activities, and continuing education at RIJC.

a. Transfer information is available for RIJC students interested in transferring.

IV. LOCAL TECHNICAL AND SPECIALIZED SCHOOLS - A student may receive a list of all the technical and specialized schools within a 50-mile radiu of Providence.

V. LOCAL APPRENTICESHIP - Through an informational quiz, a student learns about apprenticeship programs.

a. A student may receive specific information concerning a trade and the companies who hire in that area.

VI. LOCAL JOBS - This script provides students with a vast amount of information.

a. Teaching scripts

b. Job Selection Game

c. List of companies and types of employees hired

d. Current jobs available daily via the Department of Employment Security

e. Jobs available for RIJC graduates

f. Part time jobs available

VII. FINANCIAL AID - A student may receive general information by exploring the teaching scripts.

a. Through the Financial Aid Selection Process the student will receive a list of financial aids for which he is eligible.

VIII. MILITARY INFORMATION - Students will have an opportunity to explore

the New Military.

The facilities listed below are the agencies that have had a terminal installed so that the computer services are available to the students and the faculty:

Woonsocket
Foster-Glocester
North Kingstown
Coventry
Davies
Cranston (2)
Marathon House
Warwick
Newport
North Providence
Cumberland
Dept. of Corrections
Pawtucket (2)
Lincoln
East Providence (2)
East Greenwich
Urban Education Center
De Vinci Center
Westerly

RHODE ISLAND COLLEGE

CAREER EDUCATION ACTIVITIES

The current status of Career Education at Rhode Island College is active but somewhat fragmented.. Areas of the College that are involved in Career Education and related Career Education activities include 1) Career Education Coordinator's Office, 2) Industrial Arts Department, 3) Economic Education courses, 4) Curriculum Resource Center, 5) Career Development Center, 6) Student Services Office, 7) General Studies Program, and 8) Continuing Education Office.

1) The Career Education Coordinator's Office is located in the Bureau of Social and Educational Services. Its presence is supported fiscally by Federal and State Grants and Contracts with the College supporting at about the 10% level. This office is primarily responsible for coordinating the many three graduate-credit Career Education Workshops that are run throughout the state under E.P.D.A. funds, Alternate Learning Center funds or L.E.A. funds.

During the past two years over 24 three-graduate credit Career Education Workshops have been offered through the office. More than 500 educational personnel from all over Rhode Island have been involved in the workshops including administrators, teachers (elementary and secondary), counselors, vocational educators, industrial arts educators and home economics teachers. Both public and private school teachers have been participants as well as State Department of Education personnel.

Courses planned for Spring 1975 and Summer 1975 include the following:

1. Spring workshop for vocational education teachers
2. Spring open course at Rhode Island College
3. Spring workshop for home economics teachers

4. Summer workshop for home economics teachers
5. Summer curriculum materials building workshop for elementary teachers at Rhode Island College

2) Curriculum Resource Center: The Curriculum Resource Center, located in Mann Hall on the Rhode Island College campus, contains approximately 100 pieces of Career Education curriculum materials. These include Career Education learning activities in specific subjects, examples of Career Education curriculum guides for teachers from many different states, audio and visual aids developed for Career Education programs. These materials are available (and used) by teachers from any school system in the state. Thus many students have been exposed to Career Education materials with the smallest possible investment. Slow but continued adding of materials is planned.

3) Career Development Center: The placement office has been involved in a gradual change from the traditional resume development, industry interview placement service for seniors to one that is now working with sophomores and juniors in more comprehensive career development, planning and decision-making. Particularly important for Rhode Island College students is the declining need for teachers and the need for students better to understand potential career alternatives.

4) Industrial Arts Department: This department has been involved in running workshops for teachers in two related Career Education programs: The World of Construction and The World of Manufacturing. In addition, workshops for elementary teachers which instruct them in the use of hand tools were offered to aid these teachers in developing "hands-on" activities in the classroom. Continued offerings are planned.

5) Economic Education Program: Through the Economics Department, courses and workshops in Economic Education and Consumer Education have been

and are being offered to the teachers of the state. This Career Education related program helps the teachers become better aware of the business and industry resources available around them as well as developing the consumer education portion for their students.

6) General Studies Program: In addition a course in the General Studies Program is being offered which is primarily aimed at helping undergraduate students develop better career decision making skills for future academic and life planning.

THE CAREER EDUCATION PROJECT FOR HOME-BASED ADULTS

In a world of rapidly changing technology, the need to examine the relationship between education and work is increasingly important. In recent years Career Education has been a focal point of discussion among educators concerned with the lifetime planning of students and the relevance of curriculums. A process designed to increase the options of individuals in relation to the world of work has been incorporated into many new programs implemented at the local level for children in school.

Without the support of a formal guidance structure, however, many adults experience difficulty in planning their future occupations. They often lack adequate information on which to base career choices and have little opportunity to examine alternatives. Adults at home may have even more difficulty in overcoming personal problems and constraints or in dealing with diverse community organizations.

Senator Claiborne B. Pell in a statement to the Career Education Project in June of 1973 summarized the need for career counseling for adults:

> "Too often in our efforts to improve educational opportunity for all citizens, we focus mainly on the young, overlooking the real and serious needs of adults. The country's primary workers and producers -- adults — must engage in the vital and sometimes difficult process of planning and implementing long-range personal and occupational goals. Traditionally, we have allowed our adult population to "sink or swim" when it comes to career development, but we can no longer afford to do so.

An individual who can realize his or her career potential has a much

greater chance of leading a satisfying and secure life. Career Education for adults will not solve all the nation's economic and social problems, but it can make an important contribution toward helping people help themselves."

On October 2, 1972 a unique approach to career guidance was offered to adults for the first time in Rhode Island. The Career Education Project, a federally-funded model program,* was established under a contract to the Education Development Center of Newton, Massachusetts, a publicly supported non-profit corporation, in accordance with guidelines defined by the funding agency, the National Institute of Education.

The goal of the Career Education Project has been to develop and test an innovative program of career counseling for people over sixteen who are not currently working full-time or attending school on a full-time basis, or actively seeking full-time work. A free telephone counseling service (Career Counseling) has been designed to assist, among others, young people out of school who are unsure of future plans and women at home who may be considering career training. By helping people analyze their own interests and abilities, by assisting them to view the world of work realistically, by offering information concerning future expanding career opportunities and current resources for training to prepare for these fields, counselors can help Rhode Island adults to plan effectively for future professions or occupations and to acquire the skills necessary to improve their job options.

Career Counseling is unique in that it is a service presented entirely on the telephone, thus eliminating costly travel and baby-sitting fees for clients while making the service more accessible to more people. Counselors

*One of four national models, the others being concerned with residential, school-based or employer-based populations.

are nonprofessionals, trained and supervised by a professional staff, thus minimizing counseling costs. The program is the first in the nation to use specifically trained nonprofessional counselors to deliver career related services to a home-based adult population by telephone.

Over the past two years the staff of the Project has gathered much material concerning local educational and training programs and supportive services for adults, including such information as child care facilities, financial aid possibilities and testing agencies. In addition, a large collection of data relating to career development and preparation from national sources has been assembled and studies by Project personnel.

A Resource Center, the information base of the Project, was established for use by staff, clients and representatives of local educational institutions and is located on the eighth floor of the Howard Building at 15 Dorrance Street in downtown Providence. The Center is open to the public weekdays from 9 to 5.

During the first two years of operation of the service, 3734 home-based adults have called Career Counseling for assistance. Of this group, slightly over three-fourths have been women. In addition, over one thousand individuals, including representatives of local schools and organizations, have visited the Resource Center.

Some of the clients counseled during the past year have been referred indirectly to Career Counseling by the Rhode Island Department of Education as part of a cooperative effort to be of service to Rhode Island residents. As part of a national campaign sponsored by the United States Department of Health, Education and Welfare, spot announcements have appeared on local television listing career information available. All inquiries received in Washington from Rhode Island residents as a result of this campaign have been forwarded to the Rhode Island Department of Education. Since career counseling is not

currently available at that agency, these inquiries are referred to the Career Education Project. To date there have been 764 referrals of this nature. Each of the individual respondents is informed by letters from the Project's Counseling Director that free career counseling is available for home-based adults in the Rhode Island area.

Now in its third and final year of operation, the Career Education Project will continue to provide service so that a final assessment may be made of the Career Education needs of home-based adults and the effectiveness of counseling procedures designed to meet these needs. In addition, Project staff will be supporting implementation efforts in Rhode Island, developing products, and sharing materials and information about the model with potential adaptors across the country.

"How-to Manuals", based upon the accumulated experiences of staff in the Rhode Island area, will be developed to inform a national audience of the operation of individual model components. Intended to show how to create and maintain a career counseling service for adults, the series will present explanations of Project activities; samples of materials; discussions of staffing, skills and costs; and suggestions for alternate actions.

Current working titles are How to Attract Clients for Adult Career Counseling, Establishing and Operating a Career Counseling Service for Adults, Establishing and Operating an Adult Career Counseling Resource Center, Developing an Information Base for Adult Career Counseling, Developing Instructional Materials for Career-Concerned Adults, and Integrating Research and Evaluation with the Operation of Service-Oriented Programs.

While the manuals will be geared primarily for practitioners and policy-makers, other products will be designed for a broader appeal. For example, clients and counselors have been using preliminary editions of the Career

Development Series for nearly a year. Consisting of modular units sent to clients when appropriate, this series contains information and hints on exploring the work world, choosing a school, overcoming obstacles to career fulfillment, and searching for a job.

The second informational package under revision addresses the needs of clients who are considering, engaged in, or have been graduated from liberal arts or sciences programs. Called Liberal Arts and Sciences and the World of Work, this series of booklets focuses on problems LAS graduates encounter in the labor market and presents some ways to approach LAS training as career preparation.

Both counselors and clients have also been receiving and using portions of two other major products. One of these, A Guide to External Degree Study, is intended to assist adults who wish to be involved in post-secondary education but cannot do so in a traditional manner.

The second, Women and the World of Work, stems from the needs of career-concerned women, and aims to provide both a thorough analysis of the state of women in today's work world and some concrete suggestions for action. This package covers such topics as sociocultural precedents for women's vocational behavior, fears about work or school re-entry, sex discrimination, innovative employment practices, and translation of homemaking and volunteer experiences into marketable skills.

Locally, the Rhode Island Department of Education under a sub-contract from EDC is providing technical assistance to a task force of twenty-four interested Rhode Island citizens who are investigating methods of continuing counseling services after the financial support of the National Institute of Education is terminated. Final recommendations of this group will be completed on October 31, 1974 and will be available after November 15.

ST. MARY'S ACADEMY, BAY VIEW

CAREER EDUCATION PROGRAM

COMMUNITY CLASSROOM, a career-oriented program is offered as one of many options for seniors. This is to link the academic with the practical; to introduce students to the world of work; to add new dimensions to book-learning; to provide these young women opportunities to know more about themselves; to challenge them to make decisions; to develop latent talent(s); to develop self-confidence; and to arouse interest in existing and also emerging careers; to know men and women dedicated in their respective areas; to become acquainted with resources of the community.

The Senior Release Time Career Plan is an educational plan to give the student an opportunity for actual "hands on" experience in a particular field of their choice. Students with clearly stated objectives may request approval to engage in volunteer work in agencies within the school community or places located near their homes. A contract setting forth in detail the nature of the program is required and must be approved by the student's parents, the faculty advisor, the guidance department, and the principal of the school.

As undergraduates, students have been exposed to the varied careers open to women. As seniors, they will have an opportunity to obtain in-service experience in their chosen field.

RHODE ISLAND CAREER EDUCATION ASSOCIATION

In the spring of 1974, a few Rhode Island Career Education leaders met and formed a State Career Education Association. A constitution and by-laws were developed with the main purpose of furthering the development of Career Education in Rhode Island.

The goals of the Career Education Association are as follows:

1. To focus a proportionate educational and financial effort in the State of Rhode Island on Career Education and local and State Department and Higher Education.
2. To help to evolve a definition for Career Education that everyone can relate to.
3. To allow for an interchange of ideas, materials and support for career oriented programs.
4. To initiate an educational partnership with professional and non-professional occupations which will lend itself to the total development of Career Education.

CAREER EDUCATION - DR. PATRICK O'ROURKE CHILDREN'S CENTER

One of the Title I grants awarded to the Dr. Patrick O'Rourke Children's Center, 610 Mt. Pleasant Avenue, Providence, included a provision for the hiring of a resource teacher for the Home School. The primary responsibility of this teacher would be to work with the teachers to develop and implement a career education in the curriculum.

Because of the needs, both academic and emotional, of the children attending the Home School, it was decided that the awareness level would be the most appropriate one at which to begin implementation for all the students.

It is planned to use a unit approach in which awareness activities will be integrated into the general area to be explored whenever they will be appropriate and meaningful.

As many of the children in the school are moderately to severely academically retarded in one or more areas (reading and mathematics being the most common). Their school experiences have generally been negative ones. As a result, it is especially important that the awareness activities planned for them closely fit their level of skill development in order to insure success.

At this time, the only information concerning a child's specific academic needs which a teacher receives are the results of the Wide Range Achievement Test which is administered to all students as soon as they enter the school. However, these are only useful for gross placement and provide no information on skills. It was decided to place at least reading and mathematics instruction on a skills-

continuum basis and to administer diagnostic tests in these areas to each student to pinpoint their strengths and weaknesses. Then career awareness activities will be tailored to fit both the needs and interests of each child.

A resource room will house materials and reference sources which will be available to both teachers and students. A file of awareness activities will be maintained and kept current. An index of all materials will be provided for each teacher in the school.

PROJECT I. C. E. (INVESTIGATING CAREER EDUCATION)

Project I. C. E. is a federally funded program which investigates and studies the potential of the concept of Career Education. The project is sponsored by the Diocese of Providence. The initial phase includes the involvement of six pilot schools which are grouped into five categories: Diocesan, Regional, Parochial, Private and Inner City. A Career Education Consultant has been hired to assist teachers in grades 7 through 12 to integrate the principles of career awareness, career exploration and work experience into the teaching of English, Mathematics, Social Studies, Science and Business Education. Two in-service components are planned: one a pilot component for the six schools, the other a system-wide component for 67 schools not involved in the pilot component. Interested teachers and administrators of Providence Public Schools and other LEA's will be invited to participate in the system-wide teacher training component.

The Career Education Consultant will be establishing a Resource Center where materials are ordered, cataloged, and loaned. The consultant is also developing a Career Education newsletter designed for the purpose of disseminating Career Education-related material. Hopefully the newsletter also will be a vehicle of expression for teachers, administrators and counselors. Through sharing our results of implemented programs, we will be able to maximize our efforts in Career Education.

PORTSMOUTH HIGH SCHOOL

The career education program at Portsmouth High was designed by a counselor to meet the needs of 250 students.

The program consists of five phases. Phase I is a general orientation to careers and a self-appraisal of each student's abilities, interests and aptitudes by use of testing materials, group and individual counseling, resource materials and speakers.

Phase II - students are grouped according to their career choice. Teachers and resource speakers work with the groups and field trips are planned for all groups.

Phase III - all students are given a practical view of what takes place in each occupation either as an individual or a group by having the opportunity to spend a day at a job site with a model.

Phase IV - is planned on an individual basis - students are directed to specific employment stations and/or educational institutions that will meet their needs.

Phase V - is the evaluation stage. Students and counselor evaluate the program and make necessary adjustments to improve it.

4-H AND CAREER DEVELOPMENT

4-H is a youth directed informal educational activity administered from the University of Rhode Island and supported by local professional staff in Newport, Providence, Greenville and East Greenwich. Embracing the concept of "Learning by Doing", 4-H has actively worked in the area of Career Development with programs for individuals and groups of all ages. Four thousand of Rhode Island's youth are involved as 4-H Club Members and are "Learning by Doing" by participating in projects spanning hundreds of subjects and have the use of supporting materials such as "Career Exploration" and "The Self Directed Search". (Published by Cooperative Extension Service)

The following are examples of recent 4-H Career Development programs:

- College Day - 250 Junior High School and High School youth were exposed to the faculty and programs of the College of Resource Development at the University of Rhode Island and to the Agribusiness Job Cluster. A message from the Dean of Resource, departmental exhibits, a slide show, tour of the campus and a talk with the Dean of Admissions were parts of the program.

- College Nite - Sponsored by Northern Rhode Island Extension and informational evening was held to acquaint the public with college financing, admissions procedures and career opportunities.

- Seniors Conference - A peer planned two day conference at Alton Jones Campus involved 65 teenagers in discussions of careers, values, and life goals. This is an annual event.

- Simplicitly Fashion Review - Teenagers in cooperation with the Jordan Marsh Company and 4-H modeled fashions before an audience. They are now members of Jordan Marsh's Teen Board as advisors to the company and models in future reviews.

- In-Service - A one day staff conference was held to acquaint professionals with Proprietary Schools and their certification in Rhode Island, the North Kingston Career Education Project, the Natural Resources Video Program, Rhode Island Agribusiness Opportunities, and an update of current literature.

- LEAA - 4-H Project - This is a recently proposed Law Enforcement Assistance Association and 4-H proposal for approximately $65,000.00 to reduce the rate of recidivism for 100 junvenile 1st offenders referred to 4-H by the Family Courts. A store front building will provide training in various skills ie: horticulture, small engines, upholstering and counselors and staff will develop value systems, direct goals and facilitate in the decision making processes for these youths.